DOCUMENT RESUME

ED 470 812 FL 027 498

AUTHOR Montecel, Maria Robledo; Cortez, Josie Danini; Cortez, Albert; Villarreal, Abelardo

TITLE Good Schools and Classrooms for Children Learning English: A Guide.

INSTITUTION Intercultural Development Research Association, San Antonio, TX.

ISBN ISBN-1-878550-69-1

PUB DATE 2002-04-00

NOTE 69p.

AVAILABLE FROM Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228-1190. Tel: 210-444-1717; Fax: 210-444-1714; e-mail: contact@idra.org; Web site: http://www.idra.org.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01/PC03 Plus Postage.

DESCRIPTORS Academic Achievement; Access to Education; *Bilingual Education; Classroom Environment; Curriculum Development; Educational Quality; Elementary Secondary Education; *English (Second Language); Equal Education; Faculty Development; Instructional Leadership; Parent Participation; Resource Allocation; Second Language Learning; Teacher Expectations of Students; Teaching Methods

ABSTRACT

This guide is based on a research study, "Successful Bilingual Education Programs: Development and Dissemination of Criteria to Identify Promising/Exemplary Practices in Bilingual Education at the National Level." The guide presents an analytic rubric for evaluating a school's success in educating English language learners. The rubric assesses five dimensions: school indicators (e.g., retention rate, dropout rate, and test exemption rates); student outcomes (e.g., oral and written language proficiency and content area mastery); leadership (e.g., vision and goals, school climate, and school organization and accountability); support (e.g., e.g., professional development, parent involvement, and community involvement); and programmatic and instructional practices (e.g., classroom climate, curriculum and instruction, and teacher expectations). For each criterion, the guide indicates which specific educational equity goal(s) it reflects: comparably high academic achievement and other student outcomes; equitable access and inclusion; equitable treatment; equitable opportunity to learn; and equitable resources. Bilingual education resources are listed. (SM)

Reproductions supplied by EDRS are the best that can be made from the original document.

Good Schools and Classrooms for Children Learning English

❖ A Guide ❖

ED 470 812

FL027498

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IDRA INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
María "Cuca" Robledo Montecel, Ph.D.
Executive Director

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Elizabeth Garza

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Good Schools and Classrooms for Children Learning English - A Guide
by María Robledo Montecel, Ph.D., Josie Danini Cortez, M.A.,
Albert Cortez, Ph.D., and Abelardo Villarreal, Ph.D.

Copyright © April 2002 by the Intercultural Development Research Association

All rights reserved. No part of this work may be reproduced or transmitted by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or by the publisher. Requests for such permission will be most generously handled by:

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190
Ph. 210-444-1710
Fax 210-444-1714
E-mail: contact@idra.org
www.idra.org

ISBN: 1-878550-69-1

Distributed by the Intercultural Development Research Association.
Manufactured in the United States

10 9 8 7 6 5 4 3 2 1
First Edition

Introduction

There are an estimated 3.7 million English-language learners in U.S. schools. Research has shown that bilingual education, when well implemented, is the most effective way to teach English to speakers of other languages while also teaching core subjects like math, reading and social studies. The Intercultural Development Research Association (IDRA) has developed this guide designed to help schools evaluate their services to English-language learners. This guide is based on IDRA's research study, *Successful Bilingual Education Programs: Development and Dissemination of Criteria to Identify Promising/Exemplary Practices in Bilingual Education at the National Level*, which was funded by the U.S. Department of Education.

© 2002, Intercultural Development Research Association

How to Use This Guide

A school's success in educating English-language learners can be evaluated with this analytic rubric that assesses five dimensions:

- School Indicators,
- Student Outcomes,
- Leadership,
- Support, and
- Programmatic and Instructional Practices.

For each criterion, this guide also indicates which specific educational equity goal(s) it reflects:

- Goal 1: Comparably high academic achievement and other student outcomes;
- Goal 2: Equitable access and inclusion;
- Goal 3: Equitable treatment;
- Goal 4: Equitable opportunity to learn; and
- Goal 5: Equitable resources (see Page 64).

To use this guide, read the indicator and four options. Check the box that most accurately describes the degree to which criteria in each dimension are met, with "4" being the highest score and "1" the lowest. On Page 62, there is a place to list the items that need the most attention.

School Indicators

"This study highlights the important practices that make bilingual education, when implemented properly, the best way for students to learn English. Our hope is that schools will utilize the strategies exemplified by these schools in order to provide children with the quality bilingual education to which they are entitled."
- Dr. María Robledo Montecel,
Intercultural Development Research Association

Retention Rate

Equity Goals 1, 2, 3

In-grade retention is the practice of requiring students to repeat the same grade a second time to master material. Retention harms students academically and socially. One half of students who repeat a grade do no better the second time, and one quarter actually do worse. A second retention makes dropping out a virtual certainty.

Research by IDRA and others has identified strategies that help move schools away from using in-grade retention.

- Enhance the professional development of teachers to ensure they have the knowledge and skills to teach a wider range of students to meet standards.
- Redesign school structures to support more intensive learning.
- Provide students the support and services they need in order to succeed.
- Use classroom assessments that better inform teaching.

Retention Rate

Outcome Standard:
Ninety-eight percent or more of all students, including LEP students, are not retained in grade; retention is only allowed for extenuating circumstances.

☐	☐	☐	☐
Retention standard is met, and *extensive* efforts upholding and exceeding that standard exist.	Retention standard is met, and *minimal* efforts upholding and exceeding that standard exist.	Retention standard is not met, but *extensive* efforts for meeting that standard exist.	Retention standard is not met, and *no efforts* for reaching that standard exist.

© 2002, Intercultural Development Research Association

Dropout Rate

Equity Goals 1, 2, 4

"All students are valuable; none is expendable." All students, including LEP students, should be expected to achieve: first through the critical transition points - elementary to middle school to high school and beyond. In successful schools, programs are in place to support and nurture the school's "holding power" with faculty and administrators holding themselves accountable for all of their students' success.

"Our purpose is to empower our students through a strong instructional program that enables us to prepare them to meet the demands of the 21st century. Curricular and instructional practices are designed so that students maintain their culture while learning English. All of the school's resources are dedicated to supporting them in this goal."

- school principal

"This high school is clearly a multicultural school that honors all of the students' cultures and languages. There is an impressive array of content area classes available in most of the students' languages. All teachers are truly committed to preparing the students for high performance. This school has established a culture similar to a college preparatory school. Students are very aware that as they learn English, they need to follow certain academic paths that will lead them to college."

- IDRA researcher

Dropout Rate

High School Outcome Standard:
Ninety-five percent or more (longitudinal rate) of all students, including LEP students, graduate with a high school diploma.

Graduation or completion standards are met, and *extensive* efforts upholding and exceeding those standards exist.

Graduation or completion standards are met, and *minimal* efforts upholding and exceeding those standards exist.

Elementary School Outcome Standard:
Ninety-eight percent or more of all students complete the elementary school curriculum.

Graduation or completion standards are not met, but *extensive* efforts for meeting those standards exist.

Graduation or completion standards are not met, and *no efforts* for meeting those standards exist.

© 2002 Intercultural Development Research Association

Enrollment in Gifted and Talented Programs and in Advanced Placement Programs

Equity Goals 2, 3

Students' assets and strengths must be recognized and valued. In successful schools, students' diverse gifts and talents are sought after and integrated into enriched and accelerated programs.

Exemplary schools are innovative in the way they are able to work with a multitude of languages and cultures while preparing students to transition into a new country and a new language. These schools value differences and acknowledge potential in every student. There is no such thing as a "problem student."

"It is common knowledge that language-minority students are left out of the identification process because the initial screening step consists of a standardized measure that does not reflect the linguistic and cultural characteristics of some student populations. No single solution can achieve this complex goal. But, multiple identifying sources are effective, including nominations from teachers, students and parents; translations of standardized tests; teacher and parent observations of creative behaviors and exceptional abilities; and information gained through value-derived scales representing salient characteristics appreciated within the subculture."

- Andrea B. Bermúdez, Ph.D., and Judith A. Márquez, Ph.D.
"Insights into Gifted and Talented English Language Learners,"
IDRA Newsletter (San Antonio, Texas, Intercultural Development Research Association, June-July 1998)

Enrollment in Gifted and Talented Programs and in Advanced Placement Programs

Outcome Standard:
LEP students, as compared to non-LEP students, are not under-represented in gifted and talented and in advanced placement (GT/AP) programs.

☐	☐	☐	☐
LEP students, as compared to non-LEP students, are not under-represented in GT/AP programs, and *extensive* efforts are made to ensure the cultural and linguistic appropriateness of the program.	LEP students, as compared to non-LEP students, are not under-represented in GT/AP programs, and *minimal* efforts are made to ensure the cultural and linguistic appropriateness of the program.	The proportion of LEP students is lower than that of non-LEP students enrolled in GT/AP programs, but *extensive* efforts are made to meet the standard.	The proportion of LEP students is lower than that of non-LEP students enrolled in GT/AP programs, and *no efforts* are made to meet the standard.

© 2002, Intercultural Development Research Association

Enrollment in Special Education or Remedial Programs

Equity Goals 2, 3

A school's inability to address the needs of a diverse student population should not become the principal reason for a disproportionate number of minority children in special education and remedial classes.

"For several years after initial exposure to English, bilingual students are likely to perform lower than monolingual students in both [the first and second languages] in verbal and academic abilities. This pattern is not because the abilities in either language are deficient in any sense but because of the developmental patterns that tend to characterize the gradual shift from one dominant language to another... Extreme caution should be exercised in categorizing bilingual students as disabled or handicapped in any way unless we can document that they have had maximum opportunity and incentive through their instruction to participate in literacy activities."

- Jim Cummins, "Assessment and Intervention with Culturally and Linguistically Diverse Learners," in S.R. Hurley and J.V. Tinajero (eds.), Literacy Assessment of Second Language Learners (Needham Heights, Mass.: Allyn and Bacon, 2001) pp. 118, 127

Enrollment in Special Education or Remedial Programs

Outcome Standard:
LEP students, as compared to non-LEP students, are not over-represented in special education or remedial programs.

☐	☐	☐	☐
LEP students, as compared to non-LEP students, are not over-represented in special education or remedial programs, and *extensive* efforts are made to ensure the cultural and linguistic appropriateness of the program.	LEP students, as compared to non-LEP students, are not over-represented in special education or remedial programs, and *minimal* efforts are made to ensure the cultural and linguistic appropriateness of the program.	The proportion of LEP students is higher than that of non-LEP students, but *extensive* efforts are made to reduce the over-representation and meet the standard.	The proportion of LEP students is higher than that of non-LEP students, and *no efforts* are made to meet the standard.

© 2002 Intercultural Development Research Association

Test Exemption Rates

Equity Goal 2

Rigorous academic standards must apply to all students, including LEP students. In exemplary schools, teachers feel accountable for all of the students, including LEP students. They know each student individually and adapt their instructional strategies according to the needs and strengths of each. Students are not excluded from assessment.

Jim Cummins adds that delaying assessment and adopting a "wait-and-see" attitude risks denying intervention for up to five years to students who may need it (in *Literacy Assessment of Second Language Learners*, 2001).

"Each grade [at this exemplary school] has guidelines based on state criteria, and the school has developed its benchmarks to align with the state's. Standardized testing, state tests and open-ended assessment are used to measure compliance."

- IDRA researcher

"Data is shared at staff meetings and specific sessions are scheduled for data analysis. There is ongoing assessment and intervention to assure that all students reach end-of-year benchmarks. Yearly plans for each grade level are built from those results and continuously updated, and checklists and quarterly assessments are shared with parents. Data analysis is also presented at staff meetings and district planning meetings."

- IDRA researcher

Test Exemption Rates

Outcome Standard:
No students, other than special education students exempted by their Admission, Review and Dismissal (ARD) committees, are exempted from tests.

☐	☐	☐	☐
The standard is met, and the school uses multiple, linguistically and culturally appropriate measures.	The standard is met, and the school uses multiple, linguistically and culturally appropriate measures. However, the school does not ensure alternative test comparability with the schoolwide measure.	The standard is not met, and the school uses the same measure for all students but supplements with linguistically and culturally appropriate measures.	The standard is not met, and the school uses the same measures for all students.

© 2002, Intercultural Development Research Association

Program Exiting Standard

Equity Goals 4, 5

Program exiting procedures should ensure that students are ready to meaningfully participate in an all-English curriculum. Premature exiting can have a disastrous impact on a students' opportunity to learn in our schools.

Researcher M.V. Vacano believes that if children are forced into English too early or without proper support, there is a likelihood that the child will develop what is known as semilingualism or subtractive bilingualism. Lapp, Fisher, Flood and Cabello report that allowing for the sustained use of the child's native language for longer periods allows the student to experience the normal linguistic developmental milestones, "Therefore the student is in a better position to successfully acquire the second language" (in *Literacy Assessment of Second Language Learners*, 2001).

"Because special language programs cost money and require specially trained and certified staff, program administrators may be interested in keeping low the numbers of students identified as LEP. However, early exiting of students can later hurt them when they meet with failure if they are not adequately prepared to make the transfer. Later, school retention and dropping out could be even more costly."

- Alicia Salinas Sosa, Ph.D., Questions and Answers about Bilingual Education (San Antonio, Texas: Intercultural Development Research Association, 1993)

Program Exiting Standard

Outcome Standard:
Students in bilingual education programs are not exited before the third grade but are exited only upon demonstrating full English proficiency and being on grade level in all content areas.

Standard is met, and *extensive* efforts upholding and exceeding the standard exist.

Standard is met, and *minimal* efforts upholding and exceeding the standard exist.

Standard is not met, but efforts to meet the standard exist.

Standard is not met, and *no efforts* to meet the standard exist.

© 2002 Intercultural Development Research Association

School Outcomes Scores

___ Retention Rate (from Page 5)
___ Dropout Rate (from Page 7)
___ Enrollment in Gifted and Talented Programs and
in Advanced Placement Programs (from Page 9)
___ Enrollment in Special Education or Remedial Programs (from Page 11)
___ Test Exemption Rates (from Page 13)
___ Program Exiting Standard (from Page 15)
(Summarize on Page 62)

Student Outcomes

"We hold a vision toward the future in which the color of a child's skin, the language a child speaks and the side of town or part of the world that a child comes from are no longer barriers to a great education and a great life."

- Dr. María Robledo Montecel,
Intercultural Development Research Association

Oral Language Proficiency

Equity Goals 4, 5

Proficiency in literacy skills in English and the native language of the English language learner (ELL) is a major goal of an effective bilingual education program.

"LEP children have been regularly excluded from state and local education accountability systems. While important concerns continue to exist with respect to using high-stakes testing in lieu of multiple-measures of academic success, the common practice of 'excusing' LEP students from accountability systems has led to many schools overlooking the needs of these children. To ensure their equal access to educational opportunities, LEP students must be included in all accountability systems, with adequate provisions made to ensure that the results of tests yield valid and meaningful data on the instruction of LEP students."

- *National Association for Bilingual Education. "NABE Issues Guiding Principles on Providing a High Quality Education for Limited English Proficient Students," NABE News (Washington, D.C.: NABE, March-April 2001) Vol. 24(4), pg. 42*

Oral Language Proficiency

Outcome Standard:
Students participating in bilingual education programs since kindergarten are fully proficient in speaking English and their native language (on level) by the fifth grade; secondary-level students fully proficient in their native language in English as a second language (ESL) programs are fully proficient in speaking English after three years in the program. These are not to be considered an exit criteria.

Standard is met, and *extensive* efforts upholding and exceeding the standard exist.

Standard is met, and *minimal* efforts upholding and exceeding the standard exist.

Standard is not met, but efforts to meet the standard exist.

Standard is not met, and *no efforts* to meet the standard exist.

© 2002, Intercultural Development Research Association

Written Language Proficiency

Equity Goals 4, 5

Proficiency in literacy skills in English and the native language of the ELL is a major goal of an effective bilingual education program.

"Current practice in writing assessment for Spanish-speaking students is patterned after writing assessment for monolingual English speakers. There is an assumption that effective holistic writing assessment is universal and does not need to be modified when applied in languages other than English or when applied with students for whom English is a second language... Recent research in bilingualism asserts that the bilingual student brings to learning a linguistic repertoire that cannot be measured in a single language; therefore, developing adequate assessments in [the students' first language] and in English is crucial."

- Kathy Escamilla and María Coady, "Assessing the Writing of Spanish-Speaking Students," in S.R. Hurley and J.V. Tinajero (eds.), Literacy Assessment of Second Language Learners (Needham Heights, Mass.: Allyn and Bacon, 2001) pg. 46

Written Language Proficiency

Outcome Standard:
Students participating in bilingual education programs since kindergarten are fully proficient in reading and writing English and in their native language (on level) by the fifth grade; secondary level students fully proficient in their native language in ESL programs are fully proficient in reading and writing English after three years in the program. This is not to be considered an exit criteria.

☐	☐	☐	☐
Standard is met, and *extensive* efforts upholding and exceeding the standard exist.	Standard is met, and *minimal* efforts upholding and exceeding the standard exist.	Standard is not met, but efforts to meet the standard exist.	Standard is not met, and *no efforts* to meet the standard exist.

© 2002, Intercultural Development Research Association

Content Area Mastery in English

Equity Goals 1, 2, 4, 5

In some successful schools, teachers learn from each other through their weekly team planning and team teaching in inclusion models. Teaming develops the curriculum for teaching English-learning students important academic skills. As an example, regular teachers work closely with the ESL teacher to pick out content area vocabulary, which is then studied in classrooms. The vocabulary is presented in both English and Spanish, and a concerted effort is made in all subjects to use the vocabulary words. Such support in planning and instruction ensures English-learners' skill and knowledge development.

"A major goal of schooling for all children is to expand their ability to manipulate language in increasingly abstract or decontextualized situations, and every year native English-speaking students gain more sophisticated vocabulary and grammatical knowledge and increase their literacy skills. English language learners therefore, must catch up with a moving target. It is not surprising that this formidable task is seldom complete in one or two years."

- Jim Cummins, "Assessment and Intervention with Culturally and Linguistically Diverse Learners," in S.R. Hurley and J.V. Tinajero (eds.), Literacy Assessment of Second Language Learners (Needham Heights, Mass.: Allyn and Bacon, 2001) pg. 120

Content Area Mastery in English

Outcome Standard:
LEP students' performance in content areas (language arts, mathematics, science, social studies) meet and exceed the state and/or district standards.

☐ Standard is exceeded, and *extensive* efforts upholding and exceeding the standard exist.

☐ Standard is met, and *minimal* efforts to exceed the standard exist.

☐ Standard is not met, but efforts for meeting the standard exist. A gap exists between LEP and non-LEP performance, and efforts exist to narrow the gap.

☐ Standard is not met, and *no efforts* for meeting the standard exist. A gap exists between LEP and non-LEP performance, and no efforts exist to narrow the gap.

© 2002, Intercultural Development Research Association

Content Area Mastery in the Native Language

Equity Goals 1, 2, 4, 5

In one of the schools studied by IDRA, the design of the bilingual program specifies the amount of time devoted to each of the three components: an ESL component called "English language development," instruction in the native language, and sheltered English techniques. Teachers report that initial reading instruction is provided in the native language, with English literacy usually introduced in the third grade. The content areas are provided initially in the native language with a carefully planned introduction into each grade of specified subjects using sheltered English techniques.

"The social expectations of the learner and sensitivity to paralinguistic and contextual cues greatly facilitate communication of meaning. These cues are largely absent in academic situations such as reading a text on social studies. In other words, mastery of the academic register of language to native speaker levels takes longer because this register encompasses specific lexical, syntactic, and discoursal features that are not generally available in everyday conversational linguistic interactions."

- Jim Cummins, "Assessment and Intervention with Culturally and Linguistically Diverse Learners," in S.R. Hurley and J.V. Tinajero (eds.), Literacy Assessment of Second Language Learners (Needham Heights, Mass.: Allyn and Bacon, 2001) pg. 120

Content Area Mastery in the Native Language

Outcome Standard:
LEP students' performance in content areas (language arts, mathematics, science, social studies) meet and exceed the state and/or district standards.

☐	☐	☐	☐
Standard is exceeded, and *extensive* efforts upholding and exceeding the standard exist.	Standard is met, and *minimal* efforts upholding and exceeding the standard exist.	Standard is not met, but extensive efforts for meeting the standard exist. A gap exists between LEP and non-LEP performance, and efforts exist to narrow the gap.	Standard is not met, and *no efforts* for meeting the standard exist. A gap exists between LEP and non-LEP performance, and no efforts exist to narrow the gap.

28

© 2002 Intercultural Development Research Association

Student Outcomes Scores

___ Oral Language Proficiency (from Page 19)
___ Written Language Proficiency (from Page 21)
___ Content Area Mastery in English (from Page 23)
___ Content Area Mastery in the Native Language (from Page 25)
(Summarize on Page 62)

At the School Level: Leadership

"The bilingual program that we have at the school has helped generate more interest in the Navajo language and culture. Finally in the 1980s, there was a greater interest because people began to see that the language was being lost and so was the culture... We have a program that has become a model for the reservation."
- Monument Valley High School, Utah

Leadership

Equity Goals 2, 3

Common characteristics of leadership include:

- Total and unwavering commitment to students' achievement and to an excellent bilingual education program that is fully integrated into school;
- Open and frequent communication between the principal, faculty and staff;
- Pro-active involvement of faculty, staff and the community in the bilingual education program;
- Professionalism, skills, and knowledge;
- Grounded in the rationale for bilingual education;
- Valuing of all individuals - students, parents, faculty and staff;
- An ability to inspire, motivate and validate;
- Openness to innovation and change;
- Access provided to current research and best practices;
- An ability to identify, secure, and mobilize resources; and
- Support for faculty and staff.

"Leadership at both the administrative and classroom levels determines the level of commitment to make bilingual education programs a success that is manifested in increased academic achievement, low dropout rates, high graduation rates and low retention rates."

- Abelardo Villarreal, Ph.D., Bilingual Research Journal (Washington, D.C.: National Association for Bilingual Education, Winter 1999)

Leadership

Program leaders are well-informed of the rationale for bilingual education and share an active commitment to bilingualism. They pro-actively involve teachers, the community and private sector in the design and development of the bilingual program and are open to innovation.

Program leaders are committed to bilingual education and have some teacher, community and private sector input into the program's design and development. There is some resistance to innovation.

Program leaders have some doubts that bilingual education "works." They maintain and protect the status quo and insulate the program from "outside" sources like the community.

Program leaders are either indifferent or hostile to the program. They provide minimal support to enrich the program for LEP students.

© 2002 Intercultural Development Research Association

Vision and Goals

Equity Goals 1, 4, 5

Vision and goals should be published and evident throughout the schools, setting clear expectations for the achievement of all students. Furthermore, the vision and goals should manifest themselves in the day-to-day work of the principals, faculty, staff, parents and families. In some cases, the vision and goals are developed by the principals, faculty, staff and parents, adding a dimension of ownership and buy-in.

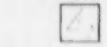
"Our purpose is to empower our students through a strong instructional program... which... will enable us to prepare them to meet the demands of the 21st century."

- school principal

"This area is of utmost significance when the stakeholders (administrators, teachers, parents and students) provide the connection between vision and action and constantly remind themselves of the importance of keeping these links 'alive.' Peter Senge reminds us that 'our vision is an image of what we want to become.' Only action in relation to that vision can create the reality of successful bilingual education programs within all schools."

- Abelardo Villarreal, Ph.D. "Effective Implementation of Bilingual Programs: Reflections from the Field," IDRA Newsletter (San Antonio, Texas: Intercultural Development Research Association, January 1998)

Vision and Goals



The school has published and disseminated statements of expectations to the school community that create a vision and set of goals that define the achievement levels of all students, including LEP students. Staff, parents and students, including language-minority parents and students, can state the purpose of the school in their own words.

The school has published and disseminated statements of expectations to the school community that create a vision and set of goals that define the achievement levels of all students, including LEP students. Minority parents and students are not as familiar with them as staff.

The school's vision and goals statements are not integrated into the curriculum or the school climate as a whole. The statements are not disseminated effectively to the parents and the community.

There are no visible vision and goals statements within the school or they exist only in the administrators' offices (central office and/or campus).

34

© 2002 Intercultural Development Research Association

School Climate

Equity Goal 3

The intrinsic character and environment of successful schools and programs share some common traits:

- All of the schools are safe and orderly;
- All of the administration, faculty, staff, parents and students feel responsible for maintaining a safe and orderly climate;
- "Order" operationally looks different in the different settings: "orderly chaos" in some, structured and well-defined in others; but the underlying "order" of well-defined expectations, responsibilities and roles are clear and understood by all;
- "Safe" includes personal safety as well as safety to innovate, change and communicate;
- All of the schools affirm and value racial and cultural differences; and
- All of the schools have a climate of caring, belonging and friendliness.

"The climate that surrounds the instruction of English language learners must be positive, encouraging and inviting for teachers, students and their families. Administrators and teachers can communicate high expectations to students, including English language learners, and can show particular manifestations of high expectations."

- Abelardo Villarreal, Ph.D., Bilingual Research Journal (Washington, D.C.: National Association for Bilingual Education, Winter 1999)

School Climate

4

The school climate is safe and orderly. A safe and orderly climate is a shared goal that is articulated by educators, students and community members as a whole. Everyone feels responsible for maintaining a safe and orderly school climate for all students.

3

The school climate is safe and orderly. It is an imposed rule followed strictly across the board.

2

A safe and orderly climate is evidenced only in particular classrooms and with particular administrators and teachers.

1

Parents, teachers and students do not feel safe in the school.

36

© 2002, Intercultural Development Research Association

Linkages

Equity Goals 4, 5

Central office staff must provide strong leadership and respect for the bilingual program. In successful schools, there are clearly articulated roles and responsibilities among central office staff as well as frequent and open communication between central office and school staff.

In addition to vertical linkages, there are horizontal linkages, with teachers working in teams, sharing, exchanging, communicating and focusing on achievement of all students. Bilingual teachers are never isolated from the rest of the faculty. They, along with the bilingual program, are fully integrated with the rhythm and essence of the school.

"Teachers are more united - all teachers work with all children. All teachers are responsible for working in the bilingual education program."

- teacher

Linkages

☐	☐	☐	☐
Clearly articulated roles and responsibilities, dynamic two-way communication, and focused and sustained supports between central office and school level staff provide strong leadership, credibility and respect for the bilingual program.	Linkages to the central office are maintained with key individuals who are in authority to create change. Overall support is not clearly articulated.	There are no clear connections with key administrative staff at the central office.	Central office staff are not supportive of bilingual program efforts and feel indifferent to the program's success.

© 2002, Intercultural Development Research Association

School Organization and Accountability

Equity Goals 1, 4, 5

The bilingual program must be an integral part of the school and its academic plan. Faculty and staff should hold themselves accountable for the success of all students, including LEP students.

"A tremendous opportunity exists for our nation to develop a necessary linguistic resource. Students in programs such as dual language bilingual education achieve something for which most American adults can only dream - fluent bilingualism. The growing interdependence within the international economy, and the increasing need for bilingual skills in the job market, supports the promotion of bilingual as a sound investment in our nation's future."

- National Association for Bilingual Education. "NABE Issues Guiding Principles on Providing a High Quality Education for Limited English Proficient Students," NABE News (Washington, D.C.: NABE, March/April 2001) Vol. 24(4) pg. 42

School Organization and Accountability

☐ The bilingual program is an integral part of the school's academic plan and is widely respected by the school's administration. There is strong accountability for the success of all students, including LEP students.

☐ The bilingual program is an integral part of the school's academic plan but receives little support and respect from the school's administration. Some LEP students are part of the accountability system.

☐ The bilingual program is an appendage to the school's academic plan and is considered remedial. LEP students are left out of any accountability system.

☐ The bilingual program implementation is haphazard, with little direction, and is left at the discretion of the teacher with no accountability for LEP student success.

© 2002, Intercultural Development Research Association

At the School Level: Leadership Scores

___ Leadership (from Page 29)
___ Vision and Goals (from Page 31)
___ School Climate (from Page 33)
___ Linkages (from Page 35)
___ School Organization and Accountability (from Page 37)
(Summarize on Page 62)

© 2002 Intervention Development Research Association

At the School Level: Support

"One of the things that Cambridge is doing better and better is that they are offering a wide variety of professional development and you can choose what makes sense for you. For example, this summer, I went to a series of workshops on integrating literature and science for lower elementary grades."
- R.F. Kennedy Elementary School, Mass.

Professional Development

Equity Goals 4, 5

In exemplary schools, bilingual teachers are fully credentialed and continuously acquiring new knowledge regarding best practices in bilingual education. All teachers receive information about bilingual education. Teachers take a pro-active interest in keeping up on best practices and sharing their lessons learned with others. Ultimately, teachers are committed to learning and sharing for the sake of their students. Professional development is seen as a means to that end.

"[One teacher] cites the sharing of ideas and thoughts among the staff as being the single most important professional development activity. Curriculum planning and mapping at the school helps us see that we are all going the same direction."

- teacher

Professional Development

Fully credentialed bilingual education and ESL teachers are continuously acquiring new knowledge regarding best practices in bilingual education and ESL and other best practices in curriculum and instruction and receive appropriate training in the students' native language. All teachers in the school regularly receive information about bilingual education, ESL strategies, and students' cultural and linguistic characteristics that serve as assets to their academic success.

Fully credentialed bilingual education and ESL teachers receive information about bilingual education and ESL strategies regularly. Other teachers receive an orientation at the beginning of the year on the bilingual education and ESL programs and students' cultural diversity.

Fully credentialed bilingual education and ESL teachers rarely participate in any in-service sessions related to bilingual education and ESL instruction. Other teachers are not exposed to information on bilingual education and ESL.

Teachers of bilingual students do not have the adequate training and credentials to teach bilingual education and ESL classes. Other teachers are not exposed to information on bilingual education and ESL.

© 2002, Intercultural Development Research Association

Parent Involvement

Equity Goals 1, 2, 3

Schools are strengthened when parents are strong advocates of the bilingual programs and are welcome in their children's schools, not as "helpers" but as partners engaged in meaningful activities within the school structure. Parents' experiences should be validated and honored in the classrooms, irrespective of their social or economic backgrounds. Some businesses can facilitate parent involvement, with flextime for work so that parents can participate in school activities during the day. Parents should feel they belong at their children's school and believe the administration, faculty and staff are truly concerned for and committed to their children's success.

"Parents are really involved in the [bilingual education] program... Parents feel responsible. We let them know that we want them in the classroom. They are not just going to volunteer to clean or run errands... We want them to work with the students and help the teacher."

- teacher

Parent Involvement

☐	☐	☐	☐
All parents, including parents of students in bilingual education and ESL programs, know the rationale and the critical components of bilingual education and ESL programs and are strong advocates of the programs.	Parents of students in bilingual education and ESL programs are generally aware of the programs and participate in bilingual program events.	Parents of students in bilingual education and ESL programs know about the bilingual education and ESL programs and feel indifferent about the success of the programs.	Parents of students in bilingual education and ESL programs are openly critical about the programs and rarely support any effort designed to serve LEP students.

© 2002 Intercultural Development Research Association

Staff Accountability and Student Assessment

Equity Goals 1, 4, 5

Successful schools use multiple assessment measures, including measures in the students' native language. Rigorous academic standards apply to all students, including LEP students. Administrators and faculty actively seek appropriate assessment measures and set clear and rigorous standards and achievement levels, sometimes engaging the expertise and support from researchers in the bilingual education field. Teachers feel accountable for all of the students. They know each one individually and adapt their instructional strategies according to the needs and strengths of each. Student assessment is ongoing and used for diagnostic purposes.

"Every minute of the day is spent on teaching. It's accountability, accountability, accountability."

- teacher

Staff Accountability and Student Assessment

Staff hold themselves accountable for the academic success of all students, including LEP students. The school uses appropriate multiple assessment measures to describe academic success for all students, including LEP students. Rigorous academic standards apply to *all* students, including LEP students. Assessment measures include measures in the students' native languages. All measures are aligned with the approved curriculum and related standards.

The school uses a state criterion-referenced or standardized test to assess students' success, including LEP students, in meeting state and local standards. This is the only measure used to assess school and teacher success rates in addressing student needs.

The school exempts LEP students from its main assessment system. The school uses a different set of measures to assess LEP student success.
The school does not

he'd itself accountable for the success of LEP students.

© 2002, Intercultural Development Research Association

Staff Selection and Recognition

Equity Goals 1, 4, 5

In exemplary schools, staff are selected based on academic background, experience in bilingual education and language proficiency. They are also selected for enthusiasm, commitment and openness to change and innovation. Teachers are strongly supported, often recognized for their students' successes and are part of a team that is characterized as loyal and committed. Many of the staff stay in their schools. In one case, a group follows their principal from one school to another, implementing a successful program in each.

"New teachers do not emerge from teacher-preparation programs of colleges and universities as fully-formed professionals, and they vary greatly in the skills and life experiences that they bring to the classroom... W.A. Gray and M.M. Gray report that unless required to do so, 92 percent of new teachers do not seek help except through the informal sharing of experiences... Most problems can be resolved, especially when you have a collaborative support system."

- Frank Gonzales, Ph.D., Starting Today... Steps to Success for Beginning Bilingual Educators (San Antonio: Intercultural Development Research Association, 1995)

Staff Selection and Recognition

Staff selection and development includes screening to ensure full written and oral proficiency in both languages and training for teachers to adjust the program to ensure that all teachers are able to serve LEP students. Teachers feel strongly supported and free to innovate. Teachers are frequently recognized for their successes.

Staff selection is based only on experience and credentials in bilingual education. Language proficiency in the students' native language is not considered. Teachers feel supported and are frequently recognized for their efforts.

Staff selection is based on experience with bilingual students and a commitment to enroll in a bilingual preparation program. Teachers feel tacit support and are rarely recognized for their efforts.

The school does not employ criteria for selecting staff that focus on teachers' competence in working with LEP students. Teachers are not supported and are never recognized for their efforts.

© 2002, Intercultural Development Research Association

Community Involvement

Equity Goals 2, 4, 5

In the successful schools IDRA studied, the communities are well aware of the bilingual education programs and are strong advocates of the programs. Community members form strong linkages with the schools, sharing staff and building resources and expertise. One notable exception was the California school, which was struggling to survive in the context of Proposition 227. There, the community was divided, and the school isolated, left to survive despite the political context. These dynamics appeared to have resulted in a united stand among the administration, faculty, and staff and have mobilized many to actively fight for their students' rights to an excellent and equitable education.

To be successful, schools must actively engage the community.

"Teachers and administrators report active and positive engagement of parents and community members, many in long-term and intensive partnerships. This results in shared responsibility and ownership for student success."

- IDRA researcher

Community Involvement

Community members know the rationale and the critical components of bilingual education and ESL programs and are strong advocates of the program.

Community members are generally aware of the bilingual education and ESL programs and participate in bilingual program events.

Community members know about bilingual education and ESL programs in school and feel indifferent about the success of the programs.

Community members are openly critical about the bilingual education and ESL programs and rarely support any effort designed to serve LEP students.

© 2002, Intercultural Development Research Association

At the School Level: Support Scores

___ Professional Development (from Page 41)
___ Parent Involvement (from Page 43)
___ Staff Accountability and Student Assessment (from Page 45)
___ Staff Selection and Recognition (from Page 47)
___ Community Involvement (from Page 49)
(Summarize on Page 62)

At the Classroom Level: Programmatic and Instructional Practices

"I have felt that this program has become my family. When I come into the classroom, I don't feel isolated. I feel that the teachers are my family and that I can talk to them about any problems I have, any problems that my children are having in the school, and I feel a great deal of support. I think that it is amazing. I know a lot of the teachers, and the teachers are very good. And my kids are doing very well academically in both English and Spanish, so I'm very pleased with the program."
- R.F. Kennedy Elementary School, Mass.

Program Model

Equity Goals 1, 2, 3

The program model used, whether transitional, late exit or dual language, must be grounded in sound theory and best practices.

"Before starting the bilingual program four years ago, the staff read the literature and visited exemplary schools in Oregon and around the country. They then decided to implement a late exit model. Last year, they invited a team of researchers to the school to assess the program and provide the staff with suggestions for improvement."

- IDRA researcher

Program Model

Teachers and community members participated in the selection and design of a bilingual/ESL program model that is consistent with the characteristics of the LEP student population. The program model is grounded in sound theory and best practices associated with an enriched, not remedial, instructional model. Administrators and teachers believe in the program, are well versed on the program, are able to articulate and comment on its viability and success, and demonstrate their belief.

Each teacher has his or her own version of the bilingual/ESL program he or she is implementing. The school provides teachers with a set of guidelines and operating principles.

Teachers can define the model, but implementation is haphazard and inconsistent.

The school has no defined program of instruction for LEP students.

© 2002, Intercultural Development Research Association

Classroom Climate

Equity Goals 2, 3, 4

In exemplary schools, the classrooms strongly reflect the school climate - different styles but common intrinsic characteristics, such as high expectations for all students; recognizing and honoring cultural and linguistic differences; students as active participants in their own education; parents and community members actively involved in the classrooms through tutoring, sharing experiences, reading planning activities, etc.; and heterogeneous grouping.

"For the most part, none of the classrooms were arranged with desks. If the classroom had desks, they were arranged in such a way that they made a table or a center for the group to work with. The students had very interesting discussions on different topics. The students are responsible for setting up the classroom. They set up the bulletin boards, and they also decide or give input into the type of direction they want their discussions to follow."

- IDRA researcher

Classroom Climate

The classroom environment communicates high expectations for *all* students, including LEP students. Teachers seek ways to value cultural and linguistic differences and fully integrate them into the curriculum.

Students feel free to communicate in their native language. Teachers, however, communicate with them always in English. Teachers stress the importance of English.

Students are asked to state in English what they communicated in their native language. Students are made aware that English is the preferred language in the classroom.

Students are not allowed to use their native language during instruction time.

© 2002, Intercultural Development Research Association

Curriculum and Instruction

Equity Goals 3, 4, 5

In successful schools, teachers and administrators report the bilingual program is designed to meet the students' needs with alignment between the curriculum standards, assessments and professional development. Teachers are actively involved in curriculum planning and meet regularly, with administrative support, to plan.

"Everything in our school reflects the culture of our students. From the print-rich environment to the way we talk to the students reflects the way we feel about their culture."

- teacher

"The principal's responsibility is to communicate to teachers, parents and the community that bilingual education is tantamount to the local mainstream curriculum and is not a remediation program. Students who progress academically through a bilingual education curriculum will be just as prepared as any other student in the district. In fact, the student in the bilingual education classroom will have also developed some proficiency in reading and writing in the native language."

- Abelardo Villarreal, Ph.D., Bilingual Research Journal (Washington, D.C.: National Association for Bilingual Education, Winter 1999)

Curriculum and Instruction

The curriculum reflects and values the students' culture. The curriculum adheres to high standards. Instruction is meaningful, technologically appropriate, academically challenging, and linguistically and culturally relevant. It is innovative and uses a variety of techniques that respond to different learning styles.

The curriculum integrates cultural celebrations and includes a multicultural focus. The curriculum is a translation of the English curriculum.

The curriculum does not include cultural elements and is rarely in the students' native language.

The curriculum is all in English and avoids any reference to a multicultural environment.

© 2002, Intercultural Development Research Association

Teacher Expectations

Equity Goals 1, 2, 3

Teachers must expect all students to succeed. They must value diversity and draw on its strengths, creating an environment that is accepting, valuing and inclusive.

"During training we learn about not watering down the curriculum. We expect the same things for all students."

- teacher

"In successful programs for the education of at-risk school populations, there is a valuing of the students in ways in which they are not valued in regular and traditional school programs. In successful school programs, the student is valued, his language is valued, his heritage is valued, his family is valued, and, most important, the student is valued as a person."

- José A. Cárdenas, Ed.D.
Multicultural Education: A Generation of Advocacy
(Needham Heights, Mass.: Simon & Schuster
Custom Publishing, 1995) pp. 106-107

Teacher Expectations

4	3	2	1
Teachers expect all students, including LEP students, to achieve at high standards and are willing to do whatever it takes to reach this goal. They value diversity and know how to create an environment that is accepting and inclusive.	Teachers talk about high expectations for LEP students but rarely articulate these high expectations to students and parents.	Generally, teachers push LEP students to preconceived levels of attainment that are less than the standards expected for all other students.	Generally, teachers have low expectations and preconceived ideas about the students' and parents' motivations and aspirations.

© 2002, Intercultural Development Research Association

Program Articulation

Equity Goals 1, 4, 5

Successful schools that IDRA studied had common programs of instruction across grade levels that had been aligned with developmentally appropriate practices and student language proficiency levels in English and the students' native language. This was accomplished in many schools through coordination and communication and through strong linkages across all levels (grades, principal and faculty, school and central office).

"Teachers met frequently to plan collaboratively. This open and frequent communication, coupled with alignment across the curriculum and assessment results in a seamless, well-articulated curricular and instructional plan."

- IDRA researcher

Program Articulation

There is strong evidence of a common program of instruction that is properly scoped, sequenced and articulated across grade levels and has been aligned with developmentally appropriate practices and student language proficiency levels in English and the students' first language.

Bilingual education is perceived as a remediation program for LEP students to catch up with the other students eventually.

Bilingual education is perceived as only a program to teach LEP students English. Students are expected to receive instruction in the content areas in English.

Bilingual education is believed to keep students behind and should be revamped.

64

© 2002, Intercultural Development Research Association

At the Classroom Level: Programmatic and Instructional Practices Scores

___ Program Model (from Page 53)
___ Classroom Climate (from Page 55)
___ Curriculum and Instruction (from Page 57)
___ Teacher Expectations (from Page 59)
___ Program Articulation (from Page 61)
(Summarize below)

Areas Requiring the Most Attention

List items with scores of 1 or 2 from Pages 16, 26, 38, 50 and above

Bilingual Education Resources

Intercultural Development Research Association (IDRA)
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190
Ph: 210-444-1710; Fax: 210-444-1714
http://www.idra.org

National Association for Bilingual Education (NABE)
1030 15th Street NW, Suite 470
Washington, D.C. 20005-1503
Ph: 202-898-1829; Fax: 202-789-2866
http://www.nabe.org

National Clearinghouse for Bilingual Education (NCBE)
(new name as of January 2002: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs)
2121 K Street NW, Suite 260
Washington, D.C. 20037
Ph: 800-321-NCBE; Fax: 202-467-4283 or 800-531-9347
http://www.ncbe.gwu.edu

Northeast and Islands Regional Educational Laboratory at Brown University
Brown University, Boston College, NABE
222 Richmond Street, Suite 300
Providence, Rhode Island 02903-4226
Ph: 401-274-9548 or 800-521-9550; Fax: 401-421-7650
TTY 800-745-5555
http://www.lab.brown.edu/public/NABE/portraits.taf

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
(new name as of January 2002: Office of English Language Acquisition, Language Enhancement and Academic Achievement for LEP Students)
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-6510
Ph: 202-205-5463; Fax: 202-205-8737
http://www.ed.gov/offices/OBEMLA/

© 2002, Intercultural Development Research Association

Five Goals of Educational Equity

Public schools can do what they choose to educate their students within certain limits and parameters, but they are accountable for educating *all* learners to high academic standards and outcomes regardless of differing characteristics of those learners. Bradley Scott, Ph.D., (director of the equity assistance center at IDRA) has proposed "five goals of educational equity." The South Central Collaborative for Equity (SCCE), the equity assistance center that is a program of IDRA and serves Arkansas, Louisiana, New Mexico, Oklahoma and Texas (federal Region VI), has embraced the goals of educational equity. The nine other equity assistance centers in the country have embraced the goals as well. While the goals are still a work in progress, the SCCE has been using them as a framework for providing technical assistance to and becoming engaged with the school districts with which it works in federal Region VI.

Goals of Educational Equity

1. Comparably high academic achievement and other student outcomes
2. Equitable access and inclusion
3. Equitable treatment
4. Equitable opportunity to learn
5. Equitable resources

For more information, see www.idra.org.

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

MARÍA "CHÍA" ROBLEDO MONTECEL, PH.D.
EXECUTIVE DIRECTOR

CHAIR OF THE BOARD
Mr. Jesse Treviño
McAllen, Texas

Mr. William Acosta
Dallas, Texas

Dr. Sally J. Andrade
El Paso, Texas

Dr. Max Castillo
Houston, Texas

VICE CHAIRPERSON
Mr. Tino Guerra, Jr.
San Antonio, Texas

Mrs. Rosalinda González
Mission, Texas

Dr. Arturo Madrid
San Antonio, Texas

Mr. Othón Medina
El Paso, Texas

Mr. Jesse Rangel
Lubbock, Texas

DIRECTOR EMERITUS
Dr. José A. Cárdenas

SECRETARY
Ms. Debbie Haley
Houston, Texas

Dr. Ricardo Fernandez
Bronx, New York

Mr. William Sinkin*
San Antonio, Texas

Mr. Leo Zuñiga
San Antonio, Texas

*FOUNDING BOARD MEMBER EMERITUS

IDRA is a non-profit research and development organization dedicated to the improvement of educational opportunities for *all* children.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

All children are valuable; none is expendable

IDRA is a vanguard leadership development and research team working with people to create self-renewing schools that value and empower all children, families and communities.

The Intercultural Development Research Association help schools to:

- ✓ ensure that children in all neighborhoods have access to excellent public schools,
- ✓ ensure that children who speak languages other than English benefit from quality instructional programs that **capitalize on students' languages and cultures, and**
- ✓ ensure that all children stay in school through high school and graduate fully prepared to take advantage of post-secondary opportunities.

Assistance available from IDRA includes: professional development, research and evaluation, policy and leadership development, and programs and materials development.

IDRA

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

5835 CALLAGHAN ROAD, SUITE 350
SAN ANTONIO, TEXAS 78228-1190
210-444-1710 (FAX 210-444-1714
contact@idra.org www.idra.org